

BETWEEN THE LINES

Newsletter on the Status of Women at Concordia

The University Secretariat, the Secretary-General and M^e Bérengère Gaudet: A Significant Resource to Women at Concordia

by Marilyn Taylor, Ph.D., Professor

We are fortunate to have M^e Bérengère Gaudet ("M^e" is an abbreviation for "Maître," the formal address for notaries and lawyers in Québec) as the first incumbent in the Secretariat, a position established by the Board of Governors as recently as 1987. This profile features both the office and M^e Gaudet, especially in relation to the concerns of women at Concordia.

M^e Gaudet, the first Secretary-General at Concordia

The issues facing women in non-traditional professional occupations are not new to M^e Gaudet. She was the *first woman notary in Québec* in the early 60s when conditions for women were much different than they are currently. When M^e Gaudet began her practice, she was excluded from private clubs where her male colleagues met socially, a circumstance no longer permitted under the law.

After practicing as a notary for seven years, she worked for the Royal Commission on the Status of Women from 1967 to 1970. The Commission reviewed conditions for women across Canada in all aspects of life: employment and workplace conditions, family, education, politics, the treatment of women in the judicial system, conditions of poverty, and the special circumstances of women who are members of minority groups and aboriginal nations.

M^e Gaudet conducted research specifically on family law; she attended public hearings, and drafted three chapters of the final Commission Report which was published in 1971. Her research was also published separately from the Report, and she lectured on her findings at l'Université de Montréal and Loyola.

She then served for two years as Secretary to a study commission for the Québec Board of Notaries which was charged with the task of modernizing the profession in which, at that time, less than 10% of members were women. She conducted research and drafted the Commission Report that recommended major changes and explored new areas of practice for this profession which dates back to the 17th Century in Québec. She believes that some of the changes which were implemented may have fostered more interest among women, who now constitute about 40% of the membership.

As legal counsel and research officer to the Conseil du Patronat du Québec, M^e Gaudet prepared briefs to be presented to the Québec government on a range of matters, including scientific research and continuing education. She also practiced as an independent consultant in public affairs. The many projects on which she worked include a study of women engineers, their careers and their work worlds, and a brief on the Charter of Rights and Freedoms.

What is a University Secretariat and the role of a Secretary-General? As Secretary-General, M^e Gaudet reports directly to the Rector, and is responsible for corporate record-keeping and obligations arising from legal and governmental policy requirements. Reporting to the Secretary-General are administrative units related to her responsibilities, including Archives, Office of Legal Counsel, Secretary of Senate, Code Administrator and Translation Services, and Advisor on Rights and Responsibilities. The Secretary-General is also the Secretary of the Board of Governors, which involves, among other things, preparation of By-laws and amendments to By-laws, and administrative follow-up to Board decisions. She also ensures secretarial and administrative support to eight of the twelve Board standing committees, coordinates advisory search committees for senior administrators, and oversees the applications of laws concerning access to information and copyright. M^e Gaudet is a senior officer of the University and a member of the Office of the Rector.

How is the University Secretariat important to the concerns of women at Concordia? A major aspect of Concordia's initiatives to prevent discrimination and to promote equity involves the formulation of internal policy and procedures in the context of provincial and federal policies and laws concerning human rights and employment equity. The Secretary-General and those offices reporting to M^e Gaudet ensure that policies and procedures are appropriately drafted and that they represent a fulfillment of the University's obligations under provincial and federal statutes. At any given time, the Secretary-General's Office can provide us with a careful record of the University's policies, corporate commitments and procedures, though the implementation of these may be the responsibility of others.

M^e Gaudet represents Concordia on such bodies as the Comité des Secrétaires généraux of CREPUQ, and is a member of the executive of the National Association of University Board Chairs and Secretaries. She has, therefore, an overview of problems facing the universities, including those concerning the safe-guarding of non-discrimination and equity.

While she must not be aligned with the concerns of any particular interest group in the University to the exclusion of others, M^e Gaudet is an important source of advice, information and counsel on policy development for women and members of minorities in the University. ❖



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BETWEEN THE LINES...

Between the Lines is published three times a year by the Office on the Status of Women at Concordia University, in Montréal, Québec, and is distributed to the University community free of charge.

Members of the Concordia community working on gender issues have often expressed the need for a university-wide newsletter on the status of women. The Office on the Status of Women is responding to this need with *Between the Lines*. The goal is to stimulate dialogue and the exchange of information between all groups of women at Concordia, reflecting the diversity of our views and interests. Whether you represent one voice or many, this is your vehicle: use it to network, to debate, to tell each other about your projects and research, or to build alliances.

Women students, staff and faculty members are encouraged to contribute letters, articles or news items, and to tell us what you would like to see in *Between the Lines*.

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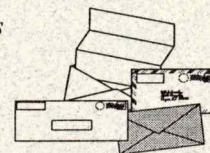
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Between the Lines welcomes submissions for publication from the Concordia University community. *Letters or submissions venting personal grievances against any one person or group of persons will not be published.* Please direct all submissions, letters, comments and inquiries to:

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Talk Back: Letters to the Editor

Talk Back is the section where *Between the Lines* prints your views and opinions. Letters should be no more than 500 words, signed, and include a phone number. We reserve the right to edit for length and clarity.



Ed.'s note: Our Winter 1996 issue featured statistics on full-time faculty by department, gender and rank, which were provided for us by Faculty Personnel. The Office on the Status of Women was notified of some errors: there are two women who are full professors in the department of philosophy, rather than one. We acknowledge the difficulty in accurately tracking numbers which change from year to year, semester to semester. Our readers should refer to the University Fact Book, published by the Office on Institutional Research, for current information; unfortunately, much of the statistics there are not gendered.

Part-Time Faculty Women

It will come as no surprise to discover that the largest group of women faculty at Concordia continues to be part-time faculty. It is unlikely, in these dire financial times, that they will experience any increase, through employment equity programs, of full-time permanent status. Yet the diverse needs of part-time faculty women continue to be pressing concerns. Employment security, the need for University child care services, at least on a partial basis, adequate maternity leave benefits, and better representation on university bodies (particularly on curriculum committees), are all areas requiring substantive improvement. It is important to emphasize that while part-time faculty women may be as diverse as all other women at Concordia, they are far from having parity or receiving pro-rated benefits of any kind. This makes their economic situation particularly vulnerable. The income of the majority of part-time faculty falls below national poverty levels.

Despite their precarious employment situation, part-time faculty women do not fail to contribute to their academic disciplines or to the quality of education in the classroom. The professional background of Concordia's part-time faculty women reveals a multiplicity of roles and careers: musicians, clinical psychologists, community organizers, teachers, writers, lawyers, and translators. These women contribute to the idea of a real education for the real world. One look at their academic development in publishing, performance in the arts, and in the presentation of scholarly work, confirms that part-time faculty women are just as committed to academic excellence as other faculty. Part-time status does not mean half the job. Perhaps the sociology of part-time work and the perception of women who hold part-time teaching contracts requires an acknowledgment of their diverse contributions and of their commitment to education.

Maria Peluso, President
Concordia University Part Time
Faculty Association (CUPFA)

Code of Rights and Responsibilities Now in Effect

The New Code of Rights and Responsibilities came into effect May 1st with the appointment of Sally Spilhaus as Advisor on Rights and Responsibilities. The Code replaces the Sexual Harassment Policy and the Code of Conduct (Non-Academic). Sally is still at the K-Annex, 2150 Bishop. She can be contacted at 848-4857, or by e-mail at SPILHAS@VAX2. ❖

Gender Differences in Academia

"Equal equality" is the notion that in order for equality to exist, each person must be treated exactly the same as the next. Dr. Linda Duxbury took this concept to task in a lecture presented by the Academic Women's Caucus, on



February 14th, 1996. Dr. Duxbury's study empirically examines work and family situations of faculty members at Carleton University, and compares the results with commonly held perceptions about gender differences in academia. Her findings may be

particularly relevant for Concordia, since Carleton is in many ways very similar. Both are medium sized Canadian universities with a diverse student population; both have roughly the same ratio of male to female faculty members (approximately 1/4–1/3 of faculty are women). As well, women at both institutions tend to be concentrated in the lower ranks. Not surprisingly, then, Duxbury's research indicates that major obstacles exist for the many women who do not fit into the traditional male-oriented career patterns, and concludes that gender differences must be taken into account when faculty are evaluated for such purposes as tenure and advancement.

Dr. Duxbury and her colleagues, Dr. Louise Heslop and Dr. Judith Marshall, investigated gender-related differences pertaining to work-family conflicts, stress, role overload, and job satisfaction. Also, research was conducted to compare how faculty view themselves, and how academics compare to the private sector in terms of working hours and stress. Consistent with much of the literature that is now available on women in academic careers, the findings supported the view that female faculty members face three main obstacles to achieving success: discrimination, family responsibilities, and career paths that differ significantly from those of male faculty members.

Duxbury notes that the work experiences of faculty differed significantly by gender. Women have fewer years of work experience, are less likely to be tenured, and receive less remuneration than men faculty. While part of these differences may be attributable to the age differences of the faculty, data also offers partial support for the idea that women are subtly discriminated against, since they are more likely to be hired in the lower paying, non-permanent positions. Also, decisions about how research is supported are made primarily by male administrators who base their choices on their own needs and experiences, and are thus more likely to support colleagues similar to themselves. This can be a disadvantage for women faculty who may have very different needs.

Women are significantly more likely than men to perceive difficulties in balancing their work and family roles; 100% of women faculty interviewed had work overload — that is, too much to do in the amount of time available. This compares to 48% of professional women in Canada who experience work overload. However, faculty women are no different from other women in that they are much more likely to have a "second shift" at home. Because women

faculty still tend to shoulder the majority of family responsibilities, they are more likely to feel that work interferes with family; however, women try to give approximately five more hours a week in childcare than do men. Duxbury found that women try to give priority equally to both their work and their parenting, then to their spouses, then themselves. Men, on the other hand, tend to give priority first to their work, then to themselves, then family, and lastly, their spouses. Family responsibilities are a major reason why women have different career cycles than men.

As well, Duxbury's data indicates there are gender differences with respect to performance of the teaching role. Interestingly, Duxbury states that claims of women having to teach larger classes or having more difficulty handling their students, are not justified by her findings (this is contrary to findings presented in such literature as Bernice Sandler's *Women Faculty at Work in the Classroom*). She also notes that she found no gender differences with respect to the amount of time spent talking to and counselling students, which is also contrary to what has been reported in much of the literature on women in academia. Female faculty do spend more time marking assignments and preparing for class than do men, but are less likely to agree that teaching is one of the most satisfying or important aspects of the university professor's job. This data, according to Duxbury, indicates that women are more likely to feel pressured from teaching role responsibilities than men, more likely to perceive that class sizes are too large, and that they are given inadequate teaching resources. These results may be partially explained by the fact that most women faculty at Carleton are in the social sciences and arts, which generally have fewer resources than the primarily male faculty in engineering and the sciences. Duxbury also points out, however, that women faculty in the social sciences and arts experience more pressure and work overload than their male counterparts, and speculates that the reason women spend more time than men in preparation may be that they face different types of pressures, for example, being given new courses more frequently, with less departmental support.



Both women and men are equally likely to agree that they enjoy teaching and to perceive that they are successful teachers, but women are also more likely to feel that teaching interferes with their research. Both women and men are equally likely to perceive that they are successful researchers and to gain job satisfaction from research, but women are more likely to receive high levels of satisfaction from their research activities and to perceive that research is the most important aspect of a university professor's job. However, male faculty spend significantly more time in research activities than do female faculty; since women have more family responsibilities and also devote more time to their teaching roles, they only have so much time left for research. This is unfortunate, since, as Duxbury points out, promotions are (cont. p. 8)

Some Thoughts on Organizational Change and Diversity



Approaches to fostering greater diversity, such as the employment equity initiatives of the 80s and 90s, have made an increase in the low numbers of women and cultural minorities employed in Canadian universities. However, while these programmes were being launched, there was no attempt to prepare the workplace for the arrival of these newcomers. They were expected to "fit in," and were isolated if they did not. Little thought was given to the power dimensions of discrimination and to the efforts which are necessary to redistribute some of that power.

The experiences reported in the last few months to the Office on the Status of Women are symptomatic of this situation:

— A faculty woman reported that she had requested issues of inclusiveness and equity be addressed on a committee. She was subsequently invited to participate on that committee and accepted the appointment. She was the only woman on the committee. It became apparent, in a very short time, that she was excluded from most of the caucusing and the informal gatherings of the other committee members, where most of the decisions were made. Committee meetings were used merely to defend these decisions. When she attempted to address the issues of discrimination, equity and inclusiveness, she was often told that the "more important" issues had to be addressed first.

— Another woman sought advice on how to handle a situation on a departmental committee where she had been asked to sit as an external member. Early on in the process, she was surprised to note that educational equity was not considered worthy of attention throughout the committee's meetings. When she suggested that diversity be addressed, she was told that the committee did not see the importance of addressing those issues. She quickly felt marginalized on the committee. The only concession she was able to get was a vague rhetorical statement in the committee's final report about the need to investigate matters of diversity in the future. She is frustrated by her lack of success in communicating to her colleagues what she sees as a real academic deficiency of the curriculum.

— One woman was routinely asked to comment on "how women would feel" about decisions made at departmental meetings. She resented that question which implied that she, as a woman, should know how all women felt about an issue.

— Many women have complained that their male colleagues refer to affirmative action or employment equity programmes as schemes which substitute group-based criteria for merit-based criteria. They feel offended because this attitude puts into question their qualifications.

— A graduate student was told by her instructor to stop using feminist theory as a basis for her research, because he favoured a "cognitive style of detachment and objectivity."

Even if no salient discriminatory policies or practices exist, minorities may not feel welcome in an environment which was designed by and for the original group. Whenever newcomers are not a critical mass of an institution's workforce, they are likely to be sparsely represented in most governing bodies, management positions, and participatory structures. They are seen as representing a group but are sometimes silenced on committees to which they were asked as token members: they give the appearance of diversity, but in fact, their points of view are seldom taken into account. Women or members of racial minorities who challenge some of the practices or speak out against exclusion and marginalization are labeled agitators, and discounted as delusional, difficult, strident. For newcomers, these labels may prejudice their advancement or even their continued employment in the institution.

There has been a tendency on the part of women and other minorities to accept these token appointments on committees "so that there will at least be one voice representing diversity." As a matter of fact, they often do "double-duty" and sit on many more committees and University governing bodies than the more numerous members of the original group. They are trail-blazers, often championing new ways of doing things in an organization. They need to be given opportunities to participate, but it must be the right kind of opportunity. Finally, every attempt must be made to ensure that they are not penalized as a result of their involvement.

¹ "minority" is the term used to represent the relative power and status of these groups, not their numbers.

Organizational Change and Diversity (continued from page 4)

The University's overall action plan should incorporate more effective tactics for achieving gender balance and cultural diversity. One of the strategies to combat isolation and marginalization which was used in the past was to increase the representation of minorities in the workforce. Although this strategy is not likely to be used in times of cutbacks, there are ways and opportunities in times of resource redeployment to make "a case" for greater inclusiveness. Universities must continually examine informal practices and implicit policies which systemically disadvantage women relative to men, newcomers relative to the founding members, racial and cultural minorities relative to the white majority.

Patterns of interactions by which people belonging to these groups are isolated or devalued should be targeted for intervention. Most literature on chilly climate recommends that, when possible, there should be more than one woman or member of a minority appointed to a given committee or governing body. Rather than adopting this as a universal panacea for controlling power imbalances, there may be several other ways to redress power asymmetries and to ensure that voices other than those of the dominant group members are heard and valued.

Seminars, workshops and meetings where groups can talk about and clarify values, gender role socialization and intercultural relations, all provide opportunities for minority groups to alleviate the isolation some may be feeling. Such events should be planned and facilitated by the people who lead the changes in the organization.

Since most positions of power are held by the dominant group, power imbalances can be reduced by making decisions participatory, and by having a "flatter" organization. Through team work, interdependent

relationships can develop which empower all of the people in the organization.

In addition to these strategies, prominent and influential members of the University community should constantly promote the benefits of diversity, for example, that diversity leads to a greater ability to tap into many forms of creativity and insight. There also needs to be an understanding that to become truly welcoming to other cultures' points of view and ways of being, the dominant group should not attempt to have them assimilate.

This multitude of interventions, events and people are needed to create an inclusive structure. No single programme administered by a university office can achieve this.

Concordia continues to be a university which takes pride in its tradition of inclusiveness and barrier-free access to members of minorities. Units and departments which have been successful in fostering more inclusive and participatory structures are to be commended for embracing the values of diversity that the University wants to promote. Those that have remained more traditional and exclusive are encouraged to think of ways in which they can become welcoming and supportive of diversity in all aspects of their functioning. Recruitment of a diverse student body is necessarily preceded by an effort at organizational change which affirms the status of these minorities as full-fledged members of the institution.

If any of you have effective strategies to deal with some of the issues presented in this article, we would like to hear from you. You can elect to write to us confidentially or contribute an article based on your experiences. ❖

*Nicole Saltiel, University Advisor on the Status of Women
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We received many responses to our *Women and Research Questionnaire*, some of which we'll be publishing over the next few issues. Here are some samples of what women at Concordia are doing:

**Kaarina Kailo, Assistant Professor
Simone de Beauvoir Institute**

I am currently working on several projects to do with "integrative/inclusive feminism." I have been working for the past 5 years on circumpolar and northern women's issues, particularly women's spiritual, literary and healing traditions. I have recently completed a manuscript on Sami (Lapp) cultural practice entitled "No Beginning, No End -- The Sami Speak Out" (with co-editor Elina Helander of the Nordic Sami Institute). The book contains interviews with the foremost writers and multiartists among the Indigenous Sami, and translations of their writings. The research was supported by Concordia and Norwegian government grants.

I have written articles over the past years comparing mainstream and Indigenous women's thought and traditions, anti-racism work and feminist perspectives on folklore. I now focus specifically on "the circumpolar she-bear as a transitional object and gynocentric object." I am also writing a study on dreams and "visionwork" from a feminist perspective based on post-Jungian, post-Freudian and feminist therapeutic practices/theories. My special interest is Finnish and other Finno-Ugric peoples' shamanistic beliefs. I have a Concordia grant to study self-help and healing, comparing the steam-healing/sauna traditions of Finnish Canadian and Native Canadian women. Chapters to appear soon in books include "Integrative feminist pedagogy and the politics of visualization" in *Learning Desire: Perspectives on Pedagogy, Culture, and the Unsaid* (Routledge) and a chapter on immigrant Gloria Escomel's writings in *Multiculture, Multiécriture* (Paris, l'Harmattan).

I have given numerous presentations this year on feminist thought and the above-mentioned research topics. I teach women, culture and folklore, contemporary feminist thought (with a particular focus on French feminism, postcolonial, postmodern and Native thought), introduction to contemporary women's studies, feminist perspectives on health and medical history, and on alternative healing. I have done work also on women and hysteria/mysteria, including arctic hysteria.

I would be interested in finding a partner to do research on alternative healing and self-help techniques, and on the use of guided imagery in feminist pedagogy. I can be reached at 848-4371 or 488-8070.

**Constance E. McLeese, Lecturer
Dept. of Theology & Simone de Beauvoir Institute**

Feminist research is still relatively new within Christianity. It is, also, not generally promoted within mainstream faculties of theology, which tend to view the women's issues as a fad. Fortunately I have found a niche for my work at Concordia's Simone de Beauvoir Institute and the Faculty of Theology at the University of Montreal. My area is the first 600 years of Christian Theology, otherwise known as Patristics, and my specific subject is Augustine of Hippo. I am presently attempting to develop a methodological grid for evaluating the level of theological sexism (as opposed to ambient cultural sexism) expressed by any given Christian theology. This will apply initially to Augustine and eventually other writers from the Patristic period. Hopefully by tracing the historical trajectory of sexism within Christian theology, we will be able to isolate patterns of theology which promote sexism, and patterns which do not. Obviously these non-sexist patterns are the ones which should be promoted in the education of clergy and theologians.

**Catherine Mavrikakis, Assistant Professor
Étude Françaises**

Catherine Mavrikakis has many areas of research: Literature and Criticism; Literature and Psychoanalysis (the links between the subject and the nation, the importance of the mother-tongue in the identity and identification process, the questions of loss and mourning during the construction of the ego); Gender and Lesbian Studies, particularly the Jewish-lesbian identity in modern American novels (Sarah Schulman, Leslie Feinberg); social discourses on AIDS and addiction (especially in Québec, France and the United States); Feminism (the question of the author in literature); Nationalism and the imaginary of blood (how a nation is constituted on the idea of a common and pure blood and how it is possible to talk about a queer nation). She is currently working on a granted project that compares the two "fins de siècles" (1884-1894 and 1984-1994), the production of discourses on AIDS and syphilis at the end of these two centuries (the identities created or reinforced by both diseases) and the novels produced in the context of AIDS (Monette, White, Guibert, Feinberg). She participates every month in *Temps fou*, where she writes a feminist editorial.

Contribute an article on your own area of research and let Concordia know what you're doing! Send your submission to *Between the Lines* at K-103. Articles should be about 250-300 words in length.

Leslie Orr, Assistant Professor,
Department of Religion

My research concerns the organization of social and religious life in South India in the period of the eighth to seventeenth centuries. The main body of evidence that I use in my investigations is the corpus of Tamil inscriptions that have been engraved in stone on temple walls. These transcriptions, which number in the many thousands, record gifts to the temple and other transactions and arrangements with which the temple was involved. They are invaluable historical resources because they describe what real people actually did. They are especially precious in providing information about the activities of women — who are all too often, in other kinds of early Indian sources, represented as shadowy or idealized figures.

The first extensive research project that I undertook using these inscriptional sources was a study of Hindu temple women (*devadasis*). The results of this project are forthcoming in a book to be published by Oxford University Press. The project I am currently working on — for which I have received FRDP, SSHRC, and FCAR funding — is on the topic of "Religious Authority and Leadership in Medieval Tamilnadu." This project began with the question: with whom and in what institutional and ideological contexts were temple women negotiating their positions and their roles? The research is unfolding in a number of directions, including investigations of the organization of specific temple communities, of relations between members of Hindu and Jain religious communities in South India, of support for "holy people," and of women's patronage of temples and their control over property. In all of these enquiries, the question of gender relations is critical.

We would like to announce that the Office on the Status of Women has undertaken a project to publish a directory of all women faculty at Concordia, both part-time and full-time. To be included, please complete the enclosed questionnaire and send it back to us by June 96.

For more information, call us at 848-4841.

Playing the Funding Game: Acquiring Research Funding in Hard Times

The acquisition of research funding has become more and more competitive as more qualified candidates apply, while at the same time, cutbacks have decreased the amount of funding available. Thus, some people who do meet all the criteria set out by a competition must in some way be eliminated. Once an application is judged negatively, it is rejected and there is very little chance of its being re-evaluated. Are there certain biases that affect women when it comes to being evaluated for research funding? This is the situation that Dr. Barbara Carroll of Carleton University looked at in "Playing the Funding Game," a talk presented by the Academic Women's Caucus last March. Dr. Erica Besso, Director of Research Services at Concordia, then followed up with information on non-traditional sources of funding.

Dr. Carroll, who serves as a consultant to such Research Councils as SSHRC (Social Sciences and Humanities Research Council), NSERC (Natural Sciences and Engineering Research Council), and the Canada Council, has looked at how competitions for research funding have evolved over time. She found that as people started grooming their proposals to meet specific criteria, proposals started to look very similar, so that adjudicators could not distinguish between them. What the research councils did then was add more criteria -- there is much more paperwork involved with a SSHRC application today, for example, than was required fifteen years ago. Eventually, as more and more criteria are added, adjudicators run out of fair criteria, and become more arbitrary in their judgment. This is the stage that many competitions are starting to enter now; Carroll notes that the councils are aware of this situation, and concerned about any biases that may exist, which is one of the reasons she is hired by them. Most research councils do try to make sure that the competitions are as fair as possible: there are policies and procedures that must be followed and program officers to oversee discussions. Occasionally, however, certain biases do come up, since committees are looking for ways to exclude applicants.

Carroll looked at how female applicants and female adjudicators are treated. She did not find any systemic bias against either, but she did note some general biases that have a greater impact for women than for men. The first is a mainstream bias. Committees will take low-risk proposals, and anything that might make research seem a little more risky might be grounds for exclusion. More innovative proposals might be accepted from researchers who have established track records, but otherwise, innovation is often seen as too dangerous. One of the ways to be out of the mainstream has to do with ideological debates in the discipline; those who are not mainstream in their views will tend to fare worse than those who are. Carroll points out that in psychology, for instance, the experimental approach is seen as more mainstream than the feminist approach; most prestigious journals are mainstream, publishing experimental, rather than feminist, articles. The bias, then, is not against women, but the feminist approach, which is, more often than not, done by women; hence, the effect is the same.

A second area in which a woman may occasionally experience a bias is team applications. Carroll notes that these are handled fairly badly, because committees don't know how to evaluate them. Ninety percent of applications are from individual academics, so many adjudicators will not know what to look for in a team track record. (*cont. p.8*)

Playing the Research Game (continued from page 7)

Committees will do things such as expect double the number of articles that they expect from an individual, and there's also a belief that if there's a team, then somebody on the team is being carried. Hence, adjudicators will go through a proposal and try to spot someone who they think is being carried, which will be enough to reject the application. This can be a problem especially for husband and wife research teams, where, more often than not, the woman is seen to be the weak link.

With strategic grants, there tends to be a definite academic, pure research bias, even though committees are made up of both academic and applied or government industry adjudicators. Because many women researchers are attracted to strategic grants from the applied perspective, this is a bias that may affect more women than men. An academic bias means that applied projects are often evaluated from the pure research point of view, which emphasizes such things as publications and refereed journals, and downplays applied products of the research.

Finally, there tend to be different situations with parental leaves. Men tend to take shorter leaves than do women, and because it is relatively rare for a man to take more than a year, he will usually write down the specific reason. Women will take longer leaves of a year to eighteen months, but often don't write down the reason, since it seems obvious to them. However, committees tend to look at parental leave as normally involving the same amount of time one would receive on Unemployment Insurance; a longer leave may seem unusual and will go against the applicant.

Carroll offered some ways in which an applicant can "plug these loopholes." Basically, anything that is a question mark on the proposal will tend to be used negatively. The main strategy is to be very explicit about what resources a researcher does or doesn't have, and why. For example, if a partnership seems potentially unequal, an explanation as to what specific contributions each partner brings to the project would be helpful. If a person's publications are not mainstream because of the nature of the work, it also wouldn't hurt to point that out. And even though it may seem quite obvious, it would still be a good idea to state explicitly the reasons for a parental leave, particularly if extra time is taken. Because committees don't have time to figure out any questions they might have, information that will help them judge is very valuable in eliminating biases. If you make it easier for the adjudicators to evaluate the proposal, you stand a better chance of not being excluded.

Dr. Erica Besso gave some interesting pointers on moving beyond the traditional funding sources, by which she means such funding councils as SSHRC, NSERC, the Medical Research Council, and the Canada Council for Artists. She isn't suggesting that these sources be eliminated from one's options, but rather, that other sources be included. Although all of the federal funding councils have undergone severe cuts over the last few years, funding from other sources has been increasing to make up for the decrease. In NSERC particularly, but also in SSHRC, partnership programmes have remained constant, if not flourished; any new money from these councils has gone to partnerships in a number of guises, for example, partnerships with municipalities, social programs, and the private sector. Despite the challenges that may face women working in teams, a partnership is something to consider. Another good strategy would be to think entrepreneurially: see what kinds of markets would benefit from your particular research, and then pursue them. Dr. Besso also offered other ideas to keep in mind, for example, the Internet and personal networking. A calendar of research funding is available for perusal both on-line and at the Office of Research Services. ♦TNC

The Office of Research Services (S-BC 215) will be having an Open House on May 14th, from 2-5 p.m. Call 848-4888 for more details.

Gender Differences in Academia (continued from page 3)

largely determined by research output. Women tend to have less output because of work-family conflicts, and thus progress through the ranks is slower.

Not surprisingly, then, Duxbury's data supports the contention that many women academics succeed by postponing marriage and/or children while establishing their careers -- women faculty tend to have fewer and younger children than their male colleagues. Data may also indicate that a considerable number of academic women have decided not to have children at all -- Duxbury notes that thirty-nine was the average age of women without children in her sample. Thus, many women seem to conform to the "traditional" male-oriented career path.

In spite of the difficulties that women face, Duxbury states that two-thirds of women have high levels of job satisfaction, and surprisingly, are less stressed than women in the private sector. Fifty percent of professional women are highly stressed, compared to only a third of academic women. This can be attributed to the fact that faculty have a high degree of flexibility in where and when things get done, which is a major factor in one's coping capabilities. However, women faculty are both more stressed and have lower levels of job satisfaction than do men: three quarters of male faculty, as opposed to sixty-three percent of men in the private sector, have high levels of job satisfaction.

Another interesting fact that Duxbury found was that although academics are loyal to their professional group, she found very little loyalty to the actual institutions amongst either men or women. This compares to the private sector, where about two-thirds reported company loyalty. However, there does tend to be more loyalty amongst staff members.

Duxbury's findings suggest that different kinds of support are required to help women balance work and family responsibilities; thus, universities must recognize that women and men faculty need to be treated "equitably" rather than "equally" in respect to support of the academic role. ♦TNC

Copies of Dr. Duxbury's research project are available at the Office on the Status of Women. Call 848-4841.